

UNITED STATES MARINE CORPS
Marine Corps University
User's Guide to Marine Corps Values

PHILOSOPHY OF LEADERSHIP

1. Introduction. The Marine Corps' philosophy of leadership and how this philosophy ties into our style of leadership is at the very root of how effective we are at leading.

2. Overview. The purpose of this discussion is provide you with an understanding of how your own philosophy of leadership determines the effectiveness of your unit and how leadership traits, principles, and the application of leadership create a climate of high morale, discipline, proficiency, and esprit de corps.

3. References. The following provide additional information on the Marine Corps' philosophy of leadership.

FMFM 1-0, Leading Marines
Marine Corps Manual

4. Discussion Leader Notes

a. The Marine Corps' philosophy of leadership is largely based upon recognizing and utilizing to the fullest extent our most important asset, the individual Marine. Through outstanding leadership, we will be able to channel the talent and energy of that Marine in the right direction.

b. The way to do this effectively is through the maintenance of the healthiest of relationships between the leaders and those led in our organization. This relationship should be of the utmost mutual respect, and can be likened to that of a committed teacher and his/her willing student, or to that of a father and his son. All Marines should feel that they belong, and we must promote an atmosphere of comradeship and brotherhood throughout the Corps, regardless of rank.

c. The end result should be a Corps that benefits from good order and discipline (preferably self-discipline), unit cohesion, and teamwork. To assist us in these tasks, there are a few fundamentals of leadership that all of us, regardless of our innate leadership ability, can use to develop good leadership qualities in ourselves and in others.

5. Discussion. Our philosophy of leadership is characterized by the belief that leadership qualities can be developed within the individual Marine, and that Marine leaders have the

responsibility for developing those qualities. As stated in paragraph 1100.1a of the Marine Corps Manual, "The objective of Marine Corps leadership is to develop the leadership qualities of Marines to enable them to assume progressively greater responsibilities to the Marine Corps and society." We grow our own leaders, and if we do not continue to do this effectively, the Marine Corps as we know it, will cease to exist. You should have a thorough understanding of what the philosophy of leadership entails. The areas addressed below are not all encompassing, but provide enough information to give you an understanding of the philosophy of leadership.

a. Leadership differs from command and management as follows.

(1) Command is defined as the authority a person in the military lawfully exercises over subordinates by virtue of his rank and assignment or position.

(2) Management is defined as a process of planning, organizing, coordinating, directing, and controlling resources such as people, material, time, and money to accomplish the organization's mission.

(3) Leadership is defined as the act of influencing others in such a manner as to accomplish the mission: "The sum of those qualities of intellect, human understanding and moral character that enable a person to inspire and to control a group of people successfully." (General Lejeune)

(4) Leadership is the dominating requirement for success. There is certainly need for command and management, but sound leadership is needed to function. Varying degrees of leadership skills are present in all Marines. Officers, SNCOs, and NCOs must foster the development of these skills in their Marines. Leadership is people oriented. Leadership is concerned with the individual Marine and the goals of the organization. To a great extent all Marines are required to be both good leaders and skillful managers of personnel, equipment, and time. Stress that our people are the greatest asset that we have.

(5) Good management will get your Marines onto the ship with the right equipment and the required training. Your authority as an officer and their discipline will ensure that they follow you to the battlefield. However, only leadership will get those Marines to put their lives on the line.

b. Leadership qualities defined.

(1) Inspiration. Personal example of high moral standards reflecting virtue, honor, patriotism, and subordination in personal behavior and in performance.

(2) Technical proficiency. Knowledge of the military sciences and skill in their application.

(3) Moral responsibility. Personal adherence to high standards of conduct and the guidance of subordinates toward wholesomeness of mind and body.

c. FMFM 1 states that philosophy of command cannot function effectively unless our philosophy of leadership supports it. Our philosophy of leadership concentrates on the development of leadership in subordinates, and our philosophy of command (decentralized) depends on subordinate initiative and leadership. It highlights the inherent disorder of the modern battlefield and the necessity of subordinates to respond with "individual initiative and responsibility...within the boundaries of the commander's intent." Our philosophy of leadership stresses the importance of building good subordinate leaders, with the belief that leadership can be learned. These leaders are an absolute requirement if our warfighting philosophy of command is to function. In order for this philosophy of leadership to work, a certain atmosphere and a certain relationship must exist between officers and men. This relationship should be one of mutual respect and it is described in the terms "comradeship," "brotherhood," "teacher/scholar," and "father/son."

(1) The relationship between officers and enlisted Marines is described in the Marine Corps Manual. It states that "effective personal relations in an organization can be satisfactory only when there is a complete understanding and respect between individuals."

(2) The Marines who have gone before us were drawn into a lasting bond on the battlefield. The adversity they faced together strengthened their resolve for success and highlighted the need for cooperation. Realizing that comradeship and brotherhood are needed on the battlefield, we must work continually to foster them in our daily activities.

(3) Often the mistake is made by those outside the Marine Corps that our reputation for discipline means that we have a greater separation between officers and enlisted Marines. Nothing could be further from the truth. While we prohibit unprofessional relationships between officers and enlisted Marines, the concept of comradeship and brotherhood depends on mutual respect between the ranks and among all Marines. Much of this mutual respect comes through the sharing of hardships. As

quoted in the Marine Corps Manual, General Lejeune said, "The relationship between officers and enlisted men should, in no sense, be that of superior and inferior, nor that of master and servant, but rather that of teacher and scholar." Your responsibilities as a leader are to provide guidance to your subordinates, make decisions, and see that your subordinates' performance is satisfactory. You should provide good opportunities for you subordinates to also make decisions within their authority.

(a) You must be responsible for the physical, mental, and moral welfare of your Marines, as well as their discipline and training.

(b) You should ensure that each of your Marines is allowed the maximum latitude possible in developing his/her own leadership style.

(c) You should be available to your Marines to provide assistance whenever needed.

(d) Be aware that the teacher/scholar relationship extends to the relationship that should exist between NCOs and junior Marines as well. Additionally, officers should never hesitate to learn from their Marines. The idea of the father/son relationship is different from that of the teacher/scholar relationship. The idea of the father/son relationship is that it implies that the relationship that should exist between a leader and his/her Marines goes further than that between a typical high school teacher and his/her students. However, the main point in both cases is that this relationship should be mutually respectful, with the more experienced person having the moral responsibility to help the junior develop. Discipline is a factor in this relationship, just as it is in any healthy father/son relationship. You would not let your son run wild, so why would you let your Marines?

d. Good order and discipline are terms used to describe the essential quality of behavior within the armed forces. As Marines, we share in the responsibility to protect the nation. This is a serious business that may require us to endure extreme hardship, privation, or even to give our lives so that the nation may remain secure. Marines must be organized, trained, and ready for deployment to any crisis at any time. Our organization must have a highly refined quality of order so that, as a team, everyone knows their role and job, and our efforts can join together in a manner that will achieve accomplishment of the mission. Discipline is each individual Marine's responsibility for responding willingly, instantly to the directions of a senior, and in the absence of orders, initiating appropriate

action. With our traditional stress on the leader's responsibility for maintaining good order and discipline, we will retain our readiness and capability to carry out the mission at all times.

e. The individual's responsibility for leadership is a must. It is not dependent on authority. It is not dependent on command. Each individual is responsible for his or her own actions first.

(1) Your Certificate of Commission (or Warrant) refers to "special trust and confidence." This term, which is expressly reposed in officers by their commission, is the distinguishing privilege of the officer corps. It is the policy of the Marine Corps that this privilege be tangible and real; it is the corresponding obligation of the officer corps that it be wholly deserved. It is not ordinary trust and confidence expected of a member of society as a whole. It is the special trust and confidence expected of officers.

(2) Officers are responsible for leading and caring for their Marines; this responsibility far exceeds bonds possibly taken with other officers as friends and comrades. The trust placed in officers for the lives of the Marines they lead is a responsibility of the highest order. But it is a trust granted on the presumption of professional conduct, and is endangered by any act which may be considered improper or that gives the appearance of impropriety.

f. The leader functions as the linking pin. The leader is also responsible for representing his/her command to the next level in the chain. In addition to duties of a supervisory nature for his/her own unit, the leader must plan and coordinate with peers and seniors in order to effectively control the employment of his/her unit. The leader is the linking pin for information, control, and influence upon the unit. He/she is also a subordinate of the leader and must be able to follow. A leader's energies are divided between leading and following.

g. The traits and principles of leadership are essential qualities that all Marines must not only understand, but continually seek to improve and live by. These fundamentals comprise only one aspect of Marine Corps leadership. They are there to provide a standard for the measurement of individual leadership abilities, as well as some time-tested leadership techniques.

(1) Leadership traits defined.

(a) Integrity. Uprightness of character and soundness of moral principles. The quality of truthfulness and honesty. A Marine's word is his bond. Nothing less than complete honesty in all of your dealings with subordinates, peers, and superiors is acceptable.

(b) Knowledge. Understanding of a science or an art. The range of one's information, including professional knowledge and an understanding of your Marines. The gaining and retention of knowledge of current developments in military and naval science, and world affairs is important for your growth and development.

(c) Courage. Courage is a mental quality that recognizes fear of danger or criticism, but enables a person to proceed in the face of it with calmness and firmness. Knowing and standing for what is right, even in the face of popular disfavor is often the leader's lot.

(d) Decisiveness. Ability to make decisions promptly and to announce them in a clear, forceful manner. The quality of character which guides a person to accumulate all available facts in a circumstance, weigh the facts, choose and announce an alternative which seems best. It is often better that a decision be made promptly than a potentially better one be made at the expense of more time.

(e) Dependability. The certainty of proper performance of duty. The quality which permits a senior to assign a task to a junior with the understanding that it will be accomplished with minimum supervision. This understanding includes the assumption that the initiative will be taken on small matters not covered by instructions.

(f) Initiative. Taking action in the absence of orders. Since an NCO often works without close supervision, emphasis is placed on being a self-starter.

(g) Tact. The ability to deal with others without creating offense. The quality of consistently treating peers, seniors, and subordinates with respect and courtesy is a sign of maturity. This deference must be extended under all conditions regardless of true feelings.

(h) Justice. Giving reward and punishment according to the merits of the case in question. The ability to administer a system of rewards and punishments impartially and consistently. The quality of displaying fairness and impartiality is critical in order to gain the trust and respect of people, particularly in the exercise of responsibility as a leader.

(i) Enthusiasm. The display of sincere interest and exuberance in the performance of duty. Displaying interest in a task, and an optimism that it can be successfully completed, greatly enhances the likelihood that the task will be successfully finished.

(j) Bearing. Creating a favorable impression in carriage, appearance, and personal conduct at all times. The ability to look, act, and speak like a leader whether or not these manifestations indicate one's true feelings. Some signs of these traits are clear and plain speech, an erect gait, and impeccable personal appearance.

(k) Endurance. The mental and physical stamina measured by the ability to withstand pain, fatigue, stress, and hardship. The quality of withstanding pain during a conditioning hike in order to improve stamina is crucial in the development of leadership. Leaders are responsible for leading their units in physical endeavors and for motivating them as well.

(l) Unselfishness. Avoidance of providing for one's own comfort and personal advancement at the expense of others. The quality of looking out for the needs of your subordinates before your own is the essence of leadership. This quality is not to be confused with putting these matters ahead of the accomplishment of the mission.

(m) Loyalty. The quality of faithfulness to country, the Corps, and unit, and to one's seniors, subordinates, and peers. The motto of our Corps is Semper Fidelis! You owe unswerving loyalty up and down the chain of command, to seniors, subordinates, and peers.

(n) Judgment. The ability to weigh facts and possible solutions on which to base sound decisions. Sound judgment is important to a leader in order to gain the respect of his/her subordinates.

(2) Leadership principles

(a) Be technically and tactically proficient. Before you can lead, you must be able to do the job; the first principle is to know your job. As a Marine, you must demonstrate your ability to accomplish the mission, and to do this you must be capable of answering questions and demonstrating competence in your MOS. Respect is the reward of the Marine who shows competence. Tactical and technical competence can be learned from books and from on-the-job training.

(b) Know yourself and seek self improvement. This principle of leadership should be developed by the use of leadership traits. Evaluate yourself by using the leadership traits and determine your strengths and weaknesses. Work to improve your weaknesses and use your strengths. With a knowledge of yourself, and your experience and knowledge of group behavior, you can determine the best way to deal with any given situation. With some Marines and in certain situations, the firm, hard stand may be most effective; however, in other situations the "big brother" approach may work better. You can improve yourself in many ways. Self-improvement can be achieved by reading and observing. Ask your friends and seniors for an honest evaluation of your leadership. This will help you to find your weaknesses and strengths.

(c) Know your Marines and look out for their welfare. This is one of the most important of the principles. You should know your Marines and how they react to different situations. This knowledge can save lives. A Marine who is nervous or lacks self-confidence should never be put in a situation where an important, instant decision must be made. Knowledge of your Marines' personalities will enable you, as the leader, to decide how to best handle each Marine and determine when close supervision is needed.

(d) Keep your Marines informed. Marines are by nature inquisitive. To promote efficiency and morale, as a leader you should inform the Marines in your unit of all happenings and give reasons why things are to be done. This, of course, is done when time and security permit. Informing your Marines of the situation makes them feel that they are a part of the team and not just a cog in a wheel. Informed Marines perform better and, if knowledgeable of the situation, they can carry on without your personal supervision. The key to giving out information is to be sure that the Marines have enough information to do their job intelligently and to inspire their initiative, enthusiasm, loyalty, and convictions.

(e) Set the example. As a Marine progresses through the ranks by promotion, all too often he/she takes on the attitude of "do as I say, not as I do." Nothing turns Marines off faster! As a Marine leader your duty is to set the standards for your Marines by personal example. Your appearance, attitude, physical fitness, and personal example are all watched by the Marines in your unit. If your personal standards are high, then you can rightfully demand the same of your Marines. If your personal standards are not high you are setting a double standard for your Marines, and you will rapidly lose their respect and confidence. Remember your Marines reflect your image! Leadership is taught by example.

(f) Ensure that the task is understood, supervised, and accomplished. This principle is necessary in the exercise of command. Before you can expect your Marines to perform, they must know first what is expected of them. You must communicate your instructions in a clear, concise manner. Talk at a level that your Marines are sure to understand, but not at a level so low that would insult their intelligence. Before your Marines start a task, allow them a chance to ask questions or seek advice. Supervision is essential. Without supervision you cannot know if the assigned task is being properly accomplished. Over-supervision is viewed by subordinates as harassment and effectively stops their initiative. Allow subordinates to use their own techniques, and then periodically check their progress.

(g) Train your Marines as a team. Every waking hour Marines should be trained and schooled, challenged and tested, corrected and encouraged with perfection and teamwork as a goal. When not at war, Marines are judged in peacetime roles, perfection in drill, in dress, in bearing, and demeanor, shooting, self-improvement, but more than anything else by performance. No excuse can be made for the failure of leaders to train their Marines to the highest state of physical condition and to instruct them to be skillful as the very best in the profession of arms. Train with a purpose and emphasize the essential element of teamwork.

[1] The sharing of hardships, dangers, and hard work strengthens a unit and reduces problems; it develops teamwork, improves morale and esprit and molds a feeling of unbounded loyalty. This is the basis for what makes men fight in combat; it is the foundation for bravery, for advancing under fire. Troops don't complain about tough training; they seek it and brag about it.

[2] Teamwork is the key to successful operations. Teamwork is essential from the smallest unit to the entire Marine Corps. As a Marine officer, you must insist on teamwork from your Marines. Train, play, and operate as a team. Be sure that each Marine knows his/her position and responsibilities within the team framework.

[3] When team spirit is in evidence, the most difficult tasks become much easier to accomplish. Teamwork is a two-way street. Individual Marines give their best, and in return the team provides the Marine with security, recognition, and a sense of accomplishment.

(h) Make sound and timely decisions. The leader must be able to rapidly estimate a situation and make a sound decision

based on that estimation. Hesitation or a reluctance to make a decision leads subordinates to lose confidence in your abilities as a leader. Loss of confidence in turn creates confusion and hesitation within the unit. Once you make a decision and discover it is the wrong one, don't hesitate to revise your decision. Marines respect the leader who corrects mistakes immediately instead of trying to bluff through a poor decision.

(i) Develop a sense of responsibility among your subordinates. Another way to show your Marines that you are interested in their welfare is to give them the opportunity for professional development. Assigning tasks and delegating the authority to accomplish tasks promotes mutual confidence and respect between the leader and subordinates. It also encourages the subordinates to exercise initiative and to give wholehearted cooperation in the accomplishment of unit tasks. When you properly delegate authority, you demonstrate faith in your Marines and increase their desire for greater responsibilities. If you fail to delegate authority, you indicate a lack of leadership, and your subordinates may take it to be a lack of trust in their abilities.

(j) Employ your unit in accordance with its capabilities. Successful completion of a task depends upon how well you know your unit's capabilities. If the task assigned is one that your unit has not been trained to do, failure is very likely to result. Failures lower your unit's morale and self-esteem. You wouldn't send a cook section to "PM" a vehicle nor would you send three Marines to do the job of ten. Seek out challenging tasks for your unit, but be sure that your unit is prepared for and has the ability to successfully complete the mission.

(k) Seek responsibility and take responsibility for your actions. For professional development, you must actively seek out challenging assignments. You must use initiative and sound judgment when trying to accomplish jobs that are not required by your grade. Seeking responsibilities also means that you take the responsibility for your actions. You are responsible for all your unit does or fails to do. Regardless of the actions of your subordinates, the responsibility for the decision and its application falls on you. You must issue all orders in your name. Stick by your convictions and do what you think is right; but accept justified and constructive criticism. Never remove or demote a subordinate for a failure that is the result of your own mistake.

h. Another element of leadership involves understanding the concepts and application of authority, responsibility, and accountability.

(1) Authority is the legitimate power of a leader to direct those subordinates to take action within the scope of his/her position.

(a) By extension, this power, or a part thereof, is delegated and used in the name of the commander. All leaders regardless of rank are responsible to exercise their authority to accomplish the mission.

(b) Equally important, however, is the idea that when a Marine of any rank is given responsibility for a mission, they must also be given the degree of authority necessary to carry it out.

(2) Responsibility is the obligation to act or to do; that which one must answer to for his/her seniors or juniors.

(a) It may include, but is not limited to, assigned tasks, equipment, personnel, money, morale, and leadership. Responsibility is an integral part of a leader's authority. The leader is responsible at all levels of command for what his/her Marines do or fail to do, as well as for the physical assets under his/her control.

(b) Ultimately, all Marines are morally and legally responsible for their individual actions. Paragraph 1100 of the Marine Corps Manual states that individual responsibilities of leadership are not dependent on authority, and all Marines are expected to exert proper influence upon their comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

(3) Accountability is the reckoning, wherein the leader answers for his/her actions and accepts the consequences, good or bad. Accountability is the very cornerstone of leadership. If individuals in leadership positions, whether fire team leader or battalion commander, are not accountable, the structure on which the Corps is founded would be weakened and eventually disintegrate. Accountability establishes reasons, motives, and importance for actions in the eyes of seniors and subordinates alike. Accountability is the final act in the establishment of one's credibility. Plainly speaking, the accountable leader is saying, "The buck stops here!" Remember: accountability results in rewards for good performance as well as punishment for poor performance.

(4) Authority, responsibility, and accountability are all related. When given sufficient authority to allow him/her to carry out his/her duties, and when held accountable for the

exercise of that authority, a Marine develops responsibility. Responsibility can rarely grow when individuals are not held accountable for their actions or when individuals do not have the authority to do what should be done.

i. Leaders are responsible and accountable for the effectiveness of their units. Some indicators that a leader can use to measure the effectiveness of his/her unit are morale, esprit de corps, discipline and proficiency. These factors influence each other greatly.

(1) Morale is the individual's state of mind. It depends on his/her attitude toward everything that affects him/her; fellow Marines, leaders, Marine life in general, and other things important to him/her. Morale is closely related to the satisfying of the Marine's needs. If the training, administering, and fighting of a unit is conducted so that the Marine's needs are satisfied, a favorable attitude will be developed. High morale is a state of mind which gives a Marine a feeling of confidence and well being that enable him/her to face hardship with courage, endurance, and determination. The state of morale is constantly changing. The morale of a unit can be a measurement of the leader's ability. The leader can measure morale by close observation of his/her Marines in their daily activities, by inspecting and talking to these Marines.

(a) Some specific indicators of good or bad morale in a unit are as follows:

- [1] Appearance.
- [2] Personal Conduct.
- [3] Standards of military courtesy.
- [4] Personal hygiene.
- [5] Use of recreational facilities.
- [6] Excessive quarreling.
- [7] Harmful or irresponsible rumors.
- [8] Condition of mess and quarters.
- [9] Care of equipment.
- [10] Response to orders and directives.
- [11] Job proficiency.

[12] Motivation during training.

[13] Evaluation of administrative reports such as CONGRINTs, arrests, sick call rates, etc.

(b) Morale is not constant. The other three indicators depend on morale, since morale is the sum total of the Marine's attitudes. All of the indicators are inter-related. A particular symptom may be an indication of a deficiency in more than one area. Methods to improve morale are as follows:

[1] Teach belief in the cause and mission.

[2] Instill in your Marines confidence in themselves, their leaders, their training, and their equipment.

[3] Assist in job satisfaction by carefully considering job assignments.

[4] Keep your Marines aware of your concern for their physical, moral, and spiritual welfare, as well as that of their dependents.

[5] Establish an effective awards program.

[6] Make your Marines feel they are essential to the unit.

[7] Recognize the Marine's desire to retain his/her individuality and treat him/her as an individual.

[8] Encourage the strengthening of their family ties, and religious association.

(2) *Esprit de corps* is the loyalty to, pride in, and enthusiasm for the unit shown by its members. Whereas morale refers to the Marine's attitude, *esprit de corps* is the unit spirit. It is the common spirit reflected by all members of a unit and provides group solidarity. It implies devotion and loyalty to the unit, and a deep regard for the unit's history, traditions, and honor. *Esprit de corps* depends on the satisfaction the members get from belonging to the unit and confidence in their leaders.

(a) Specific things to look for when evaluating a unit's *esprit de corps* are as follows:

[1] Expressions from your Marines showing enthusiasm for and pride in their unit.

- [2] A good reputation among other units.
- [3] A strong competitive spirit.
- [4] Willing participation by your Marines in unit activities.
- [5] Pride in traditions and history of the unit.
- [6] Readiness on the part of your Marines to help one another.
- [7] The belief that their unit is better than any other unit.
- [8] High reenlistment rate in the unit.

(b) What are some ways to improve *esprit de corps* in a unit?

- [1] Start newly assigned Marines off right by a reception program, including an explanation of the unit's history, traditions, and present role.
- [2] Develop the feeling that the unit must excel.
- [3] Recognize and publicize achievements of the unit and its members.
- [4] Make use of ceremonies, symbols, slogans, and military music.
- [5] Use competition to develop teamwork.
- [6] Make proper use of decorations and awards.

(3) Discipline is the individual or group attitude that ensures prompt obedience to orders and initiation of appropriate action in the absence of orders. When achieved in a unit, it is an attitude that keeps Marines doing what they are supposed to do and as they are supposed to do it through strong inner conviction. Good discipline is constant and functions whether or not outside pressure and supervision is present. It is the result of good training and intelligent leadership that helps Marines withstand the shock of battle and face difficult situations without faltering. Since success in combat frequently depends upon a unit's or individual's immediate positive response, discipline demanded in the Marine Corps is far more exacting than discipline in other walks of life. Before a Marine

can act resourcefully in the absence of orders, he/she must have an understanding of what is to be done and the role he/she must play. This requires training. Before Marines can respond to orders, they need confidence in their seniors. This requires leadership. Without discipline, a unit becomes a mob.

(a) Some specifics to look for when evaluating a unit's discipline are as follows:

- [1] Attention to detail.
- [2] Harmonious relations between unit members.
- [3] Devotion to duty.
- [4] Proper senior/subordinate relationships.
- [5] Proper conduct on and off duty.
- [6] Standards of cleanliness, dress, and military courtesy.
- [7] Promptness in responding to commands and directives.
- [8] Adherence to the chain of command.
- [9] Ability and willingness to perform effectively with little or no supervision.

(b) Some useful methods to improve discipline in a unit are as follows:

- [1] Demonstrate discipline by your own conduct and example.
- [2] Institute a fair and impartial system for punishment and an equitable distribution of privileges and rewards.
- [3] Strive for mutual confidence and respect through training.
- [4] Encourage and foster the development of self discipline among your Marines.
- [5] Be alert to conditions conducive to breaches of discipline and eliminate them where possible.

(4) Proficiency is the technical, tactical, and physical ability to perform the job or mission. Unit proficiency is the sum of the skills welded together by the leader into a smooth functioning team. A unit will attain proficiency when its leader demands high standards of individual and group performance. Proficiency results largely from training. Therefore, much of the leader's time must be spent supervising training.

(a) Some specifics to look for when evaluating a unit's proficiency are as follows:

[1] Personal appearance and physical condition of your Marines.

[2] Appearance and condition of weapons, equipment, and unit area.

[3] Reaction time of unit under various situations and conditions.

[4] Professional attitude demonstrated by the unit and its members.

[5] Troop leading ability of junior leaders.

[6] Promptness and accuracy in disseminating orders, instructions, and information.

[7] Degree of skill demonstrated when accomplishing tasks.

(b) Some useful techniques to use to improve the proficiency of a unit are as follows:

[1] Thoroughly train your Marines in their duties.

[2] Emphasize teamwork through the chain of command.

[3] Establish a sound physical conditioning program.

[4] Provide for cross training.

[5] Participate in realistic training exercises.

[6] Provide your Marines with frequent opportunities to perform duties of the next higher echelon.

[7] Ensure by inspections and training tests that your command is being developed in accordance with training programs and doctrine prescribed by higher authority.

[8] Set high standards of performance and insist that they be met.

[9] Institute and promote a professional military education reading program.

j. Marines can deploy at any time into combat. Good leaders must be aware of the current status and abilities of their unit at all times and must do their best to ensure that they are at the highest level of readiness possible.

6. Appendices

Appendix A: Excerpt from FMFM 1

Appendix B: Scenarios

APPENDIX A

PHILOSOPHY OF LEADERSHIP

(EXCERPT FROM FMFM 1)

LEADERSHIP

Marine Corps doctrine demands professional competence among its leaders. As military professionals charged with the defense of the nation, Marine leaders must be true experts in the conduct of war. They must be men of action and of intellect both, skilled at "getting things done" while at the same time conversant in the military art. Resolute and self-reliant in their decisions, they must also be energetic and insistent in execution.

The military profession is a thinking profession. Officers particularly are expected to be students of the art and science of war at all levels; tactical, operational, and strategic, with a solid foundation in military theory and a knowledge of military history and the timeless lessons to be gained from it.

Leaders must have a strong sense of the great responsibility of their office; the resources they will expend in war are human lives.

The Marine Corps' style of warfare requires intelligent leaders with a penchant for boldness and initiative down to the lowest levels. Boldness is an essential moral trait in a leader, for it generates combat power beyond the physical means at hand. Initiative, the willingness to act on one's own judgment, is a prerequisite for boldness. These traits carried to excess can lead to rashness, but we must realize that errors by junior leaders stemming from over boldness are a necessary part of learning. We should deal with such errors leniently; there must be no "zero defects" mentality. Not only must we not stifle boldness or initiative, we must continue to encourage both traits in spite of mistakes. On the other hand, we should deal severely with errors of inaction or timidity. We will not accept lack of orders as justification of inaction; it is each Marine's duty to take initiative as the situation demands.

Consequently, trust is an essential trait among leaders; trust by seniors in the abilities of their subordinates and by juniors in the competence and support of their seniors. Trust must be earned, and actions which undermine trust must meet with strict censure. Trust is a product of confidence and familiarity. Confidence among comrades results from demonstrated

professional skill. Familiarity results from shared experience and a common professional philosophy.

Relations among all leaders, from corporal to general, should be based on honesty and frankness, regardless of disparity between grades. Until a commander has reached and stated a decision, each subordinate should consider it his/her duty to provide his/her honest, professional opinion; even though it may be in disagreement with his/her senior's. However, once the decision has been reached, the junior then must support it as if it were his own. Seniors must encourage candor among subordinates and must not hide behind their rank insignia. Ready compliance for the purpose of personal advancement the behavior of "yes-men" will not be tolerated.

PHILOSOPHY OF COMMAND

It is essential that our philosophy of command support the way we fight. First and foremost, in order to generate the tempo of operations we desire and to best cope with the uncertainty, disorder, and fluidity of combat, command must be decentralized. That is, subordinate commanders must make decisions on their own initiative, based on their understanding of their senior's intent, rather than passing information up the chain of command and waiting for the decision to be passed down. Further, a competent subordinate commander who is at the point of decision will naturally have a better appreciation for the true situation than a senior some distance removed. Individual initiative and responsibility are of paramount importance. The principal means by which we implement decentralized control is through the use of mission tactics, which we will discuss in detail later.

Second, since we have concluded that war is a human enterprise and no amount of technology can reduce the human dimension, our philosophy of command must be based on human characteristics rather than on equipment or procedures. Communications equipment and command and staff procedures can enhance our ability to command, but they must not be used to replace the human element of command. Our philosophy must not only accommodate but must exploit human traits such as boldness, initiative, personality, strength of will, and imagination.

Our philosophy of command must also exploit the human ability to communicate implicitly. We believe that implicit communication to communicate through mutual understanding, using a minimum of key, well-understood phrases or even anticipating each other's thoughts is a faster, more effective way to communicate than through the use of detailed, explicit instructions. We develop this ability through familiarity and

trust, which are based on a shared philosophy and shared experience.

This concept has several practical implications. First, we should establish long-term working relationships to develop the necessary familiarity and trust. Second, key people "actuals" should talk directly to one another when possible, rather than through communicators or messengers. Third, we should communicate orally when possible, because we communicate also in how we talk; our inflections and tone of voice. And fourth, we should communicate in person when possible, because we communicate also through our gestures and bearing.

A commander should command from well forward. This allows him/her to see and sense firsthand the ebb and flow of combat, to gain an intuitive appreciation for the situation which he/she cannot obtain from reports. It allows him/her to exert his personal influence at decisive points during the action. It also allows him/her to locate himself/herself closer to the events that will influence the situation so that he/she can observe them directly and circumvent the delays and inaccuracies that result from passing information up the chain of command.

Finally, we recognize the importance of personal leadership. Only by his physical presence by demonstrating the willingness to share danger and privation can the commander fully gain the trust and confidence of his subordinates.

We must remember that command from the front does not equate to over-supervision of subordinates.

As part of our philosophy of command we must recognize that war is inherently disorderly, uncertain, dynamic, and dominated by friction. Moreover, maneuver warfare, with its emphasis on speed and initiative, is by nature a particularly disorderly style of war. The conditions ripe for exploitation are normally also very disorderly. For commanders to try to gain certainty as a basis for actions, maintain positive control of events at all times, or shape events to fit their plans is to deny the very nature of war. We must therefore be prepared to cope, even better, to thrive in an environment of chaos, uncertainty, constant change, and friction. If we can come to terms with those conditions and thereby limit their debilitating effects, we can use them as a weapon against a foe who does not cope as well.

In practical terms this means that we must not strive for certainty before we act, for in so doing we will surrender the initiative and pass up opportunities. We must not try to maintain positive control over subordinates since this will necessarily slow our tempo and inhibit initiative. We must not

attempt to impose precise order to the events of combat since this leads to a formalistic approach to war. And we must be prepared to adapt to changing circumstances and exploit opportunities as they arise, rather than adhering insistently to predetermined plans.

There are several points worth remembering about our command philosophy. First, while it is based on our warfighting style, this does not mean it applies only during war. We must put it into practice during the preparation for war as well. We cannot rightly expect our subordinates to exercise boldness and initiative in the field when they are accustomed to being over-supervised in the rear. Whether the mission is training, procuring equipment, administration, or police call, this philosophy should apply.

Next, our philosophy requires competent leadership at all levels. A centralized system theoretically needs only one competent person, the senior commander, since his/her is the sole authority. But a decentralized system requires leaders at all levels to demonstrate sound and timely judgment. As a result, initiative becomes an essential condition of competence among commanders.

Our philosophy also requires familiarity among comrades because only through shared understanding can we develop the implicit communication necessary for unity of effort. And, perhaps most important, our philosophy demands confidence among seniors and subordinates.

APPENDIX B

PHILOSOPHY OF LEADERSHIP

(SCENARIOS)

(Note: Instruct the Marine to read these scenarios and, using leadership traits, principles, and indicators of unit effectiveness as a guide, and keeping in mind the relationship between authority, accountability, and responsibility, identify leadership fundamentals that are lacking or present and recommend courses of action.)

1. Your battalion is deploying on a six month Med. cruise four days from now. LCpl Smith, a member of your platoon, was married six weeks ago to his high school sweetheart and moved her into a trailer in town. They have just learned that she is two months pregnant. He and his wife feel that he should be excused from the deployment. He has requested to speak with you because his squad leader and platoon sergeant advised him that he would have to go on the cruise and that he would have to make other arrangements for his family.

What leadership fundamentals are lacking?

(LCpl Smith is weak in the following leadership traits: unselfishness, loyalty, judgment, dependability. However, due consideration must be given to Smith's age and level of maturity, as well as to the pressures of his personal situation. In general, his morale is in the dumps.)

What is the best course of action in this situation?

(Correct this situation by talking to him about the importance of your unit mission and the important role that he plays in accomplishing that mission. Also, let him know that you understand the difficulty of his situation, but that there are ways to handle it; other Marines have had to do the same. His wife could go home, key wives network, etc.)

(Leadership principles that apply here include: knowing your Marines and looking out for their welfare; developing responsibility among subordinates. In this case helping Smith to develop responsibility entails holding him accountable for carrying out his duties to the Marine Corps, his unit, and his fellow Marines in the face of personal hardship. In the long run, this development is in Smith's best interest.)

2. Your squad leaders are very active, exercise broad authority, and have a strong influence on their Marines. Fire team leaders have not been showing much initiative. They are competent, but are not forceful. Fire team members often seem confused, but are attentive to both fire team and squad leaders.

What leadership fundamentals are lacking?

(Proficiency of the fire team leaders (FTLs) and of the squad leaders.)

What is the best course of action in this situation?

(FTLs need to be given a chance to take some responsibility and initiative. If necessary, you may have to talk to your squad leaders and have them back off a bit to give the FTLs a chance. You should also talk to the squad leaders about their responsibility to develop their subordinates. They should keep in mind the relationship between authority, accountability, and responsibility. If they give their FTLs enough authority and then hold them accountable for what they do or do not accomplish, their FTLs will quickly develop responsibility. At the present time the squad leaders, in their desire to get things done expeditiously, are not allowing their FTLs to develop and learn.)

3. Your SNCO does not seem at all enthusiastic about the decisions you make and the orders you give. Additionally, he doesn't supervise the carrying out of those orders unless he is specifically told to do so.

What leadership fundamentals are lacking?

(The SNCO seems to have a morale or discipline problem which is affecting his job performance. Specifically, he is lacking the leadership traits of dependability, initiative, enthusiasm, and loyalty. Another possibility is that your orders and decisions are misguided. If this is the case, you're in a world of hurt, but the SNCO would still be lacking loyalty and integrity in that his duty is to inform you (tactfully) of his opinion about your decisions.)

What is the best course of action in this situation?

(Counsel the SNCO on what you see as the problem. Recognize that you want to preserve a good working relationship if you can. Directly approach the problem; is there a personal problem? You could possibly find out more about the SNCO from another officer in the unit who knows him better than you do. If there is no explanation for his attitude, then more forceful action will be necessary.)

4. The unit Sergeant Major is retiring in a few days. Your Marines are irate over having been pressured by their SNCOs to donate money for a retirement gift.

What leadership fundamentals are lacking?

(There are two possible problems: SNCOs are not aware they should not be pressuring the troops to give or it could be that the troops lack *esprit de corps*, or just don't like the SgtMaj.)

What is the best course of action in this situation?

(You should talk to the SNCOs; make them understand that it's probably more appropriate to only get money from the SNCOs and officers.)

5. Your unit training has been conducted in garrison and classrooms for two weeks. You notice the interest and attention is poor in spite of excellent instruction. You also notice that past field exercises have had a lot of dead time, sitting or standing around. You are going to the field next week and will have every morning and evening to do as you desire with your platoon; the company will schedule the afternoons.

What leadership fundamentals are lacking?

(Morale and lack of motivation during training. *Esprit de corps*, proficiency, and discipline could also be deficient.)

What is the best course of action in this situation?

(Develop, along with your subordinate leaders, a good plan for interesting and effective training in the field. It should relate to what your Marines learned in class in order to give them more reason to listen in class. Leadership principles that apply here include training your Marines as a team, setting the example, and keeping your Marines informed. Any aspect of training comes under looking out for the welfare of your Marines. Your own enthusiasm and interest (and that of the instructors) can help to light the spark with your Marines. Training your Marines as a team might help improve *esprit*. The morale problem is a tougher nut to crack, but the Marines must get the message that what they are doing is important. Relate the training to the mission and ensure that all hands understand the mission and its importance.)

6. There is a ceremony being held tomorrow at the battalion dining facility. The entire battalion has been directed to attend in the uniform of the day. It will be the anniversary of the establishment of the regiment, with a band, speeches, rededication, and a special meal. Many of your Marines have stated that they think this is just harassment, causing them to get a clean uniform dirty.

What leadership fundamentals are lacking?

(Lack of *esprit de corps*, possibly morale.)

What is the best course of action in this situation?

(You could call a platoon meeting and go off on the platoon while instructing them on the regiment's history, but this will probably have the effect of reinforcing their feelings of being harassed. Once they sit through the ceremony, they will probably find themselves enjoying the experience. Marines tend to bitch and moan, but they can't help but enjoy a ceremony in which tradition and history are re-emphasized. That's what most of them enlisted for.)

7. You see a PFC wandering around in you company area. He/she looks tired and bewildered. Your questions reveal that he/she joined the company last night and slept on a couch in the recreation room, missed morning chow because he/she didn't have a meal card, and has only seen a clerk in the company office who told him/her to come back when the office wasn't so busy.

What leadership fundamentals are lacking?

(*Esprit de Corps*, lack of readiness to help one another discipline, devotion to duty, proficiency)

What is the best course of action in this situation?

(The leadership principles that apply are looking out for the welfare of your Marines; ensuring that the task is understood, supervised, and accomplished; and developing a sense of responsibility among your subordinates. If the duty folder does contain instructions on how to handle new joins, then the particular NCO who was on duty has a lot to answer for, as does the company clerk who turned the Marine away. Possibly talk to the NCOs about why no one took the time to question this Marine and help him/her out. Reinforce the rule that we go out of our way to help one another and that we have to watch out even more for the junior Marines.)

8. Your NCOs have informed you that the individuals in the platoon work well together, understand each other, and get along with one exception. There is a constant problem over the type and volume of music being played in the barracks after hours. The problem is not only music; it's racial. Some blacks like rap music and some whites like rock; neither group likes the other's music. The music and the arguments keep getting louder. The NCOs are concerned that this situation is going to affect the working relationship of the Marines and may escalate into a racial problem in general.

What leadership fundamentals are lacking?

(*Esprit de Corps*, discipline, and lack of harmonious relations between unit members.)

What is the best course of action in this situation?

(Very realistic scenario. Mention Walkmans on deployment. Marines need to realize that as a unit and as Marines, they can't let music come between them. What's needed is mutual respect, consideration for others, and self-discipline. Enforce a volume limit and within rooms have roommates work it out. Headphones are a solution. This isn't a question of rights; it's a question of common sense and consideration for fellow Marines.)

9. You are invited by a fellow platoon commander to go to a bar. While there, you notice some of your Marines and exchange greetings. Later in the evening they offer to buy you a drink and sit down to talk. While talking, you notice that they drop the "sir" and "lieutenant." You didn't correct them in order to avoid any discomfort to them or yourself. The next day, your platoon sergeant mentions that he/she heard you had a pretty good evening and were getting pretty tight with some of the troops.

What indicators are lacking?

(Discipline.)

What is the best course of action to take in this situation?

(The biggest mistake was in not correcting the Marines in the bar. At this point it probably isn't a good idea to make a big deal out of it. Let it lie, but DO NOT compromise yourself in that manner again. If any of those Marines tries to be overly familiar in the future, you must make it very clear to them that they are way out of bounds.)